



## External Evaluator Application Packet

To be Completed by **Individuals** Applying to be an External Evaluator

### Directions

The completed application must be postmarked on or before **July 31, 2000** for applicants to be considered for possible inclusion on the statewide list of external evaluators. **Please include the original completed application plus three copies and adhere to all specifications.**

The application includes four parts as described below. All four parts must be received for the application to be considered.

❑ **One-Page Overview**

Please summarize your capacity as an external evaluator in a one-page description which could be used to market your services to districts and schools. See page 3 for more detailed information.

❑ **Written Questions**

Please provide a written response to each of the five questions on page 4. Question #6 only applies to those applicants who wish to be considered for the *External Evaluators for English Language Learners* list.

❑ **Professional Resume**

Please submit a two to three page professional resume that documents your qualifications as an external evaluator. See page 5 for more detailed information.

❑ **Confidential Reference Questionnaire**

Please identify three references who can validate the experiences and successes described in your responses to the *Written Questions*. Copy the *Confidential Reference Questionnaire* on pages 6-9 of this packet and distribute the form to each of your three references. References may be contacted to verify your qualifications.

**Send the original completed applications plus three copies postmarked on or before July 31, 2000 to:**

California Department of Education  
School Reform Assistance Office  
721 Capitol Mall, 2<sup>nd</sup> Floor  
Sacramento, California 95814  
Attn: External Evaluator Application

## External Evaluator Application Cover Page

Please attach this form to the front of your application.

### Personal Information

*Please type or write clearly.*

Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Company/Affiliation: \_\_\_\_\_

Preferred Address: \_\_\_\_\_

\_\_\_\_\_

Work Phone: (    ) \_\_\_\_\_ Home Phone: (    ) \_\_\_\_\_

Work Fax: (    ) \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

I certify that all the information contained within this application is true.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Date*

Please send the original completed application plus **three** copies postmarked on or before **July 31, 2000** to:

California Department of Education  
School Reform Assistance Office  
721 Capitol Mall, 2<sup>nd</sup> Floor  
Sacramento, California 95814  
Attn: External Evaluator Application

## **One-Page Overview**

The one-page overview should address the following areas:

### **1. *Knowledge and Expertise***

Highlight areas of knowledge and expertise related to helping underperforming schools to improve students' achievement, including your knowledge and expertise in the following six areas:

*Governing Board Policies*

*Curriculum Management*

*Fiscal Management*

*Parental and Community Involvement*

*Personnel Management*

*Facilities Management*

### **2. *Specific Areas of Successful Experience***

Identify the specific populations with whom you have had significant successful experiences (e.g., English Language Learners, Special Education students, Title I students, Migrant students, or others).

### **3. *Kinds of Schools***

Identify the kinds of schools in which you feel most qualified to support the process of improving students' achievement (e.g., rural, urban or suburban schools; elementary, middle, or high schools; or other).

### **4. *Personal Strengths***

Highlight personal strengths when working with school/community teams.

## ***Format Specifications***

- ❑ One side of one 8-1/2" x 11" page.
- ❑ No other restrictions apply; however, this overview may be photocopied and disseminated to schools and districts together with the statewide list of external evaluators. This same overview may also become available on the Internet as a resource for schools and districts participating in the Immediate Interventions/Underperforming Schools Program.

## Written Questions

Provide typed responses to each of the five questions below. Limit responses to no more than one page per question. Please note that *Question #5* asks for three separate one-page responses. Also note that *Question #6* only applies to candidates who wish to be considered for the *External Evaluators for English Language Learners* list.

**Format Requirements:** All text must be typed in at least 12 point font, double-spaced, and on standard 8-1/2" x 11" paper.

At least two independent readers will review your responses using the *Scoring/Screening Criteria* included with this *Application Packet*. A conflict of interest protocol will be applied in assigning readers to applications.

1. What are the first steps you envision taking in your role as an external evaluator in helping to conduct a comprehensive needs assessment and develop a long-range action plan that will significantly improve student achievement in reading/language arts and mathematics?
2. Describe significant efforts you have made to help a school systematically align curriculum, instruction and assessment to standards.
3. Explain at least one strategy in each of the following three areas that you have used with a school in need of corrective actions to (a) engage the school community, including parents; (b) foster an awareness of the need for building a more inclusive school environment, and (c) build consensus with the school community about the steps it needs to take to significantly improve students' achievement.
4. Describe successful research-based instructional strategies you have used to plan and/or implement programs for linguistically or culturally diverse students.
5. For **three** of the following six areas, describe accomplishments and how they have directly and positively impacted students:
  - a) How have you helped a school district to improve its *governing board policies* by serving on task forces, advisory committees, or participating in other efforts?
  - b) How have you helped a school or district to improve its *curriculum management*?
  - c) How have you helped a school or district to improve its *fiscal management*?
  - d) How have you helped a school or district to improve its *parental and community involvement*?
  - e) How have you helped a school or district to improve its *personnel management*?
  - f) How have you helped a school or district to improve its *facilities management*?
6. (Please answer the following question if you wish to be considered for the *External Evaluators for English Language Learners* list.) Describe how you would evaluate the effectiveness of programs for English Language Learners.

## Professional Resume

Please include a **two to three page** professional resume that highlights experiences related to performing in the role of external evaluator for underperforming schools.

No other restrictions apply to the content, style or format of the resume.

To qualify for the *External Evaluators for English Language Learners* list, your resume must include **three or more** of the following:

- a) Bilingual and Cross Cultural Language and Academic Development (BCLAD) certification or Cross Cultural Language and Academic Development (CLAD) certification, or working as a trainer for BCLAD or CLAD.
- b) Training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), or a closely related field.
- c) Recent experience in the theories and methods of teaching of English Language Learners as reflected in professional participation in courses, conferences, and/or workshops.
- d) At least three years of documented successful teaching experience with English Language Learners at the K-12 level, including some evidence that the students made progress in the content of instruction.
- e) At least 45 hours of documented, successful experience preparing teachers to use ELD and SDAIE methods with English Language Learners, including affirmation that the teachers assessed the preparation favorably.
- f) Recent experience in the field of English Language Learner student education, teacher preparation, and program evaluation as demonstrated by professional development activities, including but not limited to conferences, workshops, course and staff development presentations, and professional publications.

## Page 1 of 3 for the Confidential Reference Questionnaire

### Directions

You have been asked to complete a *Confidential Reference Questionnaire* for an individual who is applying for a position as a California external evaluator. Selected external evaluators will be recommended for inclusion on the statewide list. School districts will use the list in selecting external evaluators for schools participating in the planning phase of the Immediate Intervention/Underperforming Schools Program.

Please use this form when submitting your recommendation. Other formats (letters, memos, etc.) will **not** be accepted. Please submit the original copy of your *Confidential Reference Questionnaire* and provide your signature on the final page.

Your response will only be shared with individuals trained to review the applications; it will not be shared with the applicant.

Please complete this form as soon as possible and mail it to the following address postmarked on or before **July 31, 2000**:

California Department of Education  
School Reform Assistance  
721 Capitol Mall, 2<sup>nd</sup> Floor  
Sacramento, California 95814  
Attn: External Evaluator Confidential References

### A. Personal Information *(Please type or write clearly.)*

Your Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Work Address: \_\_\_\_\_  
\_\_\_\_\_

Work Phone: (    ) \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name of Applicant: \_\_\_\_\_

Your Relationship to Applicant:

☐ Supervisor      ☐ Colleague      ☐ Friend      ☐ Family

☐ Other *Specify Relationship:* \_\_\_\_\_

How long have you known the applicant? \_\_\_\_\_

## Page 2 of 3 for the Confidential Reference Questionnaire

### B. Written Questions

Please respond to the following three questions in the spaces below. You may type your responses and attach it to this page.

- I. Describe specific experiences you have had with the applicant that helped to improve students' achievement at a school or district through work in any of the following areas:

*Governing Board Policies, Curriculum Management, Fiscal Management, Parental and Community Involvement, Personnel Management, Facilities Management*

- II. What are the applicant's greatest assets as an educational leader and supporter of change?

- III. What are the applicant's greatest assets in terms of working with specific populations of students (e.g., English Language Learners, Special Education students, Title I students, Migrant students, or others), their parents or guardians, and/or community members?

## Page 3 of 3 for the Confidential Reference Questionnaire

### C. Rating Scale

Earlier parts of this reference questionnaire asked for information about the candidate's areas of knowledge and expertise related to helping underperforming schools to improve student achievement. This rating scale asks for your perspective on the candidate's personal characteristics that may help the candidate to be effective in the role of an evaluator.

Please circle the response that indicates the extent to which the applicant demonstrates each behavior:

Dimensions	Not at All	Marginal	Adequate	Strong	Very Strong
a) Exhibits a high degree of commitment to the academic achievement of all students.	1	2	3	4	5
b) Is reliable, dependable, and meets timelines.	1	2	3	4	5
c) Shows a strong work ethic and spends the time necessary to complete the task.	1	2	3	4	5
d) Is a self-starter and initiator of activities and is decisive.	1	2	3	4	5
e) Demonstrates knowledge of current educational trends and initiatives.	1	2	3	4	5
f) Demonstrates knowledge of current research.	1	2	3	4	5
g) Collaborates effectively with others.	1	2	3	4	5
h) Possesses effective written communication skills.	1	2	3	4	5
i) Possesses effective oral communication skills.	1	2	3	4	5
j) Demonstrates excellent facilitation skills.	1	2	3	4	5
k) Deals with stress and conflicts effectively.	1	2	3	4	5
l) Possesses strong leadership skills.	1	2	3	4	5
m) Shows empathy.	1	2	3	4	5
n) Is willing to take calculated risks.	1	2	3	4	5

### D. Signature

Please provide your signature and the current date.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Please complete the *Confidential Reference Questionnaire* as soon as possible and mail it to the following address postmarked on or before **July 31, 2000:**

California Department of Education  
School Reform Assistance Office  
721 Capitol Mall, 2<sup>nd</sup> Floor  
Sacramento, California 95814  
Attn: External Evaluator Confidential References